

Shiloh Elementary
Updated Schoolwide Plan Narrative
2011-2012

Shiloh Elementary School has developed, revised/updated and will implement a FY 2011-2012 Title I Schoolwide Plan which will clearly demonstrate “conceptual pooling” by the coordination of all funding sources. The school’s Title I Program through its SWP Plan and SWP Budget will be identified as a “single cost objective” evidenced through supporting documentation. Reference: Non-Regulatory Guidance, Title I Fiscal Issues, Revised February 2008, Sections E-2 and E-18, Pages 50, 51, and 64.

1. A comprehensive needs assessment of the entire school.

Introduction

Shiloh Elementary is located in the southwestern quadrant of Gwinnett County, near Highway 78, Stone Mountain Park, and the DeKalb County line. It was built to relieve overcrowding at nearby Centerville and Annistown Elementary schools. The white brick and stucco structure is unique in design featuring a bright red roof. The school sits atop a lushly wooded hill, which is adjacent to the campus of Shiloh Middle School. Shiloh High School is located directly across the street from the middle school. The clustering of these three schools has helped to create a small-town atmosphere within this sprawling suburban county.

The school was built on what was once a peach and apple orchard. Shiloh was named in honor of the Shiloh community and Shiloh Baptist Church, which housed a two-room schoolhouse for African-American students. Shiloh Baptist Church was founded in the 1800s, and records indicate that the school served students from the late 1800s through the mid 1950s. Shiloh Elementary was dedicated in August 1990. Its inaugural staff served approximately 900 kindergarten through fifth grade students. The school’s mascot is the Patriot. Shiloh traditionally enjoys great support from parents and community. In fact, it was recognized as a 2003 National PTA Parent Involvement School of Excellence. Several teachers have received national recognition for their contributions to education. Rita Van Fleit, a first grade teacher, was the recipient of the 1996 Presidential Award for Outstanding Elementary Science Teachers of the Year. Larry Satchwell was selected as the 1995-96 National Elementary Physical Education Teacher of the Year and was an honoree at the Walt Disney Salute to the American Teacher Awards.

The daily work at Shiloh Elementary continues to reflect the belief that children are the most valuable resource in the community. The school’s motto, “Strong minds, strong hearts, strong communities”, exemplifies this belief. Through the tradition of strong leadership and the commitment of faculty, staff, and community, Shiloh Elementary students continue to benefit from a challenging and engaging school experience.

A comprehensive needs assessment of the entire school which addresses all academic areas and other factors that may affect achievement-1

Mission Statement

"The Mission of the staff, family, and community of Shiloh Elementary is to promote academic knowledge, skills, and character in a positive and safe environment." This mission works in conjunction with the mission of Gwinnett County Public Schools, "to pursue excellence in academic knowledge, skills, and behavior for each student resulting in measured improvement against local, national, and world-class standards." The Shiloh motto is "Strong Minds, Strong Hearts, Strong Communities." Our Vision statement lives as, "Students of Shiloh Elementary, in partnership with school, family, and community will demonstrate

Shiloh Elementary
Updated Schoolwide Plan Narrative
2011-2012

world-class levels of success in academic knowledge, skills, and character, which promotes high levels of success in continued education and life pursuits.

Learning Expectations

Accountability and flexibility are hallmarks of Gwinnett County Public Schools' success. Key to that success is ensuring that each school community understands the progress being made by its schools, as well as what plans will drive improvement. Each school creates a collaborative Local School Plan for Improvement (LSPI), with targeted goals based on student achievement results. These goals are dynamic, like our schools, and are updated to reflect changes that occur in schools. Data is used to determine areas needing improvement and to identify specific, measurable, annual objectives. Schools then determine how to use research-based strategies to achieve these goals, using flexibility as needed. The LSPI development process involves teachers, parents, and community members, so the entire school community has the opportunity to be involved in conversations about school improvement.

Key Objectives: 2011-2012 Local School Plans for Improvement

Based on the data collected and reviewed during the 2010-2011 school year, the following objectives will be implemented based on the needs of Shiloh Elementary School:

Objective: In Reading and Language Arts, Shiloh Elementary students will achieve an average of 97% of students in grades 3 through 5 in the meets and/or exceeds range on the 2012 CRCT with 48% of the students scoring in the exceeds range. In the Reading/ELA Total average of the fall 2011 administration of the ITBS, Shiloh 3rd graders will achieve the 58th percentile 5th graders will achieve the 66th percentile or NPR. On the Georgia Writing Assessment, 100% of Shiloh 5th graders will meet or exceed the expectations with 25% scoring in the exceeds range.

Objective: In Mathematics, Shiloh Elementary students will achieve an average of 93% of students in grades 3 through 5 in the meets and/or exceeds range on the 2012 CRCT with 50% of the students scoring in the exceeds range. In the Math Total average of the fall 2011 administration of the ITBS, Shiloh 3rd and 5th graders will achieve the 66th percentile or NPR.

Objective: In Science, Shiloh Elementary students will achieve an average of 92% of students in grades 3 through 5 in the meets and/or exceeds range on the 2012 CRCT with 45% of the students scoring in the exceeds range.

Objective: Shiloh Elementary students with disabilities will improve in Reading/Language Arts and Math by meeting or exceeding the annual measurable objective of 83.8% in Math and 86.7% in Reading/Language Arts. Scores will increase in Math by 8.1% and in Reading/Language Arts by 6.7%. These increases will be achieved through the implementation of effective teaching strategies, differentiated instruction, data analysis, collaborative planning, professional learning, and parental involvement.

Shiloh Elementary
Updated Schoolwide Plan Narrative
2011-2012

Student Ethnicity

The faculty and staff of Shiloh Elementary serve a diverse population of learners. Over the previous five years, our diversity has remained fairly stable. However, changes have been seen as our white subgroup has decreased by twenty-one percent from 2005 to 2011. Our African American population grew by fifteen percent between 2005 and 2011 but seems to have leveled off at around 65 percent. All other subgroups vary between five and ten percent of the population. At Shiloh we believe, as Maya Angelou wrote, "We all should know that diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter what their color." We value the differences in our students and seek to build on the strengths of each child.

Shiloh Elementary Program Enrollment

Shiloh Elementary is projected to serve 640 students in the 2011-2012 school year. Currently, Shiloh program subgroups include sixty-nine students enrolled in Special Education, seventy-one students are English Language Learners, twenty-seven students are enrolled in the Gifted program, and four hundred twenty-four students are enrolled in the Free and/or Reduced Lunch Program. At Shiloh Elementary, we build on the strengths of each student while maintaining the belief that all children can and will learn at high levels.

Programs: 2008-2009

Total Enrollment 748

Program enrollment for the 2008-2009 school year included Special Education-10.6%, ELL-4.8%, and EIP-16.2%.

Programs: 2009-2010

Total Enrollment 743

Program enrollment for the 2009-2010 school year included Special Education-13%, ELL-11%, Gifted-7%, and Free and Reduced-61%.

Programs: 2010-2011

Total Enrollment 658

Program enrollment for the 2010-2011 school year included Special Education-11.6%, ELL-12%, Gifted-5%, and Free and Reduced Lunch-72%. When compared to the 2009-2010 school year, the percentage of free and reduced lunch students increased by 11%.

Mobility

Mobility is the total number of enrollments added to the total number of withdrawals, divided by the total enrollment. After a very fluid 2005, Shiloh Elementary School's Mobility rate decreased to twenty-seven percent in 2008. The 2010 school year saw a slight decrease, dropping from 29% in 2009 to 23%. There was also a slight increase of 2% in 2011. The more frequently a student changes schools, the more adjustments he or she must make. Therefore, we strive to work with other cluster schools to aid in transitions, and use Gwinnett County's instructional calendars to provide consistency from one school to the next.

Shiloh Elementary
Updated Schoolwide Plan Narrative
2011-2012

Attendance 2010-2011

The average student at Shiloh Elementary school is present 174.8 days each school year. This compares favorably with the average Gwinnett County student who attends 173.5 days each year. At Shiloh Elementary, the average number of days missed by students ranged from 1-5. We believe students with excellent attendance tend to achieve at higher levels. Therefore we continue to promote the importance of student attendance with perfect attendance awards both quarterly and annually. We also ensure student and parent accountability by having a designated employee contact parents by phone on the day of a student's absence. As we look to improve student attendance, we will continue to work with students who are chronically absent and/or tardy. Teachers, counselors, and administrators have easy access to our county's GoPortal which allows us to quickly identify students with mounting attendance issues.

Socio-economic Status

The number of students designated as "economically disadvantaged" has grown from thirty percent to sixty-seven percent over the last six years. As our population changes, we must continue to meet the needs of all students. In *A Framework for Understanding Poverty*, Ruby Payne reminds of two types of poverty, "situational" or short term, and "generational" long term. Many in our population are dealing with situational poverty brought on by our nation's current economic situation while others have been in a position of poverty for some time. Payne also shares that "Schools and businesses operate from middle-class norms and use the hidden rules of middle class. These norms and hidden rules are not directly taught in schools or in businesses" (p. 3). For our students to be successful in school and in life, it is incumbent upon us to make all students aware of the norms of behavior that exist in school and in the business world. The mission of Gwinnett County Public Schools is to pursue excellence in academic knowledge, skill, and *behavior* resulting in measured improvement against local, national, and world-class standards. At Shiloh, this education in society's norms of behavior is what is affectionately referred to as "The Shiloh Way."

Discipline

At Shiloh Elementary, we believe that students are citizens of Shiloh Elementary and have a right to a safe and comfortable learning environment. Along with these rights, come responsibilities. School rules have been developed to assure students of their rights, but it is also the student's responsibility to follow these rules. When rules are violated, rights are interrupted. These rules are established to help make Shiloh a productive learning environment and to make students responsible citizens of the Shiloh community.

Therefore, no student will be allowed to interfere with another pupil's right to learn. Students are expected to respect one another and all adults. They are to behave appropriately in class and throughout the school. The school has uniform discipline guidelines that are utilized for all classes including special areas. Within these guidelines, each teacher establishes his or her own classroom management strategies. Classroom discipline is essentially the teacher's responsibility. Administrators will offer advice, support, and respond to serious situations, but the students must view the teacher as the authority in the classroom. When a student is sent to an administrator, there is the chance that the student will see this as an indication that he or she has defeated the teacher.

Shiloh Elementary
Updated Schoolwide Plan Narrative
2011-2012

In an effort to provide consistent expectations all Shiloh students carry a discipline and work habits "passport" throughout the school day. Parents receive a copy of this passport each week and are expected to review, sign, and return the document on the following school day.

Teachers are encouraged to foster open lines of communication with parents creating an awareness of student progress and conduct. Over the last few years, student referrals have decreased significantly along with the number of students being referred. As the faculty and staff work to build strong relationships with students and parents, we have no doubt that this positive trend will continue.

Finally, we believe that discipline is essentially a function of the quality of the educational experience being provided. As the quality of the experience improves, so improves the behavior of the student. Therefore, we seek to continually improve our practice as educators and to focus on instruction. When misbehavior does occur, we are reminded to look first at our own efforts as instructors and search for ways to meet every student's needs.

In reviewing the discipline data for 2010-2011, the number of students who received referrals as well as the number of referrals written decreased. In comparing discipline data from the past 4 years, the number of referrals written decreased by 64 and the number of students receiving referrals was reduced by a total of 25.

Survey Data Perception/Theme Survey

Faculty, parents, and students of Shiloh Elementary annually complete perception surveys to communicate beliefs regarding various aspects of school life. Not only are current perceptions analyzed, trend data is collected and reviewed over a five year span. Themes of instruction, safety, discipline, leadership, technology, climate, and citizenship are explored. The data from faculty is disaggregated by grade level and also by years of service. The resulting information is used to focus attention on the specific needs of all stakeholders. Consideration is given to the story that exists behind the data as well. Results may rise or fall due to specific initiatives or events. The scores are based on a Likert Scale where 1 is the lowest possible rating and 4 is the highest. Shiloh's school leadership team analyzes surveys each year and creates plans to address specific needs identified by the survey. During the 2010-2011 school year, survey scores did increase in all areas, yet they were still slightly below county averages.

When exploring survey data that has been disaggregated by years of service, it is noted that Shiloh Elementary teachers with a greater tenure and those very new to Shiloh appear more satisfied with the mission, vision, and goals of Shiloh and Gwinnett County Public Schools. All groups seem satisfied with the elements of safety and discipline. As the leadership team embraces new instructional initiatives, buy-in from faculty in their fourth to tenth year is less evident. Therefore, Shiloh will provide professional development offerings that enhance instructional practices. The Leadership Team will also continue to evaluate how information is communicated to staff and parents. Shiloh's staff newsletter, *Staff Stuff*, and parent newsletter, *Red, White, and Blue*, will be used to communicate with staff and parents. We will also review with the Leadership Team, the importance of a cohesive and consistent chain of communication.

Shiloh Elementary
Updated Schoolwide Plan Narrative
2011-2012

Criterion Referenced Competency Test

Each year, Shiloh Elementary students participate in Georgia's Criterion Referenced Competency Test (CRCT). In previous years, the test was administered to students in grades 1-5. During the 2010-2011 administration, the CRCT was not offered to students in grades 1 and 2. The purpose of the test is to measure each student's level of mastery of the Georgia Performance Standards. In Gwinnett County, these standards are directly linked to Gwinnett's Academic Knowledge and Skills or AKS. Students in First and Second grade take Reading, English/Language Arts, and Math tests. Students in the third through fifth take the CRCT in Reading, English/Language Arts, Math, Science, and Social Studies. The following pages reflect the historical trends for each grade level as well as data from the most recent administration of the CRCT. The data has been disaggregated to the greatest extent possible with the information provided by the state of Georgia at the time of the creation of this plan.

1st Grade CRCT

Over the past six years, our first grade students have maintained performance in all content areas. Reading is an area of strength. For both 2009 and 2010, 92% of students met or exceeded the standard which was an increase from 2008 of 7%. In the area of English Language Arts, student performance increased from 82% to 86% from 2009 to 2010. However, mathematics is an area of concern. Comparing 2009 to 2010, the number of students who met or exceeded the standard declined from 93% to 88%, respectively. When reviewing subgroups' performance, more than 90% of ELL and Black students met or exceeded the standard in the areas Reading and English Language Arts. However, achievement gaps exist for our White students in all content areas.

2nd Grade CRCT

From 2004-2010, 80 to 90 percent of second graders met or exceed expectations in all content areas. From 2009 to 2010, students who met or exceeded the standard in Reading declined slightly from 94% to 92% but performance in English Language Arts increased by 4%. Over the years, math scores have declined. Special education students have demonstrated the most need of all subgroups-- 54% of student met or exceeded the standard in Reading and English Language Arts as well as 46% of students met or exceeded the standard in Math.

3rd Grade CRCT

Over the years, performance of third grade students has been constant. For 2011, in the content areas of Reading, 47% of students exceeded the standard, English Language Arts 40%, and Math 44%. Thirty-nine percent of students also exceeded the standard in Science. Reading performance which remained the same for 2009 and 2010 with 94% of students meeting or exceeding the standard, increased to 98% in 2011. English Language Arts scores, which remained at 93% for 2 years, increased to 96% during 2011. Math scores also saw a slight increase moving from 86% in 2010 to 90% in 2011. In 2011, White students outperformed other subgroups. The White subgroup also saw significant gains in Reading where 50% of students met or exceeded the standard which is higher than any other subgroup.

Shiloh Elementary
Updated Schoolwide Plan Narrative
2011-2012

4th Grade CRCT

Historically, Reading and English Language Arts have been areas of strength for fourth grade students for the CRCT. From 2009 to 2010, 87% to 95% of students met or exceeded the standard on the Reading and English Language Arts portions of the CRCT. During the administration of the CRCT, scores decreased by 6%. In addition, math scores increased from 78% in 2010 to 81% of students meeting or exceeding the standard in 2011. Although math scores did slightly increase, math scores were an area of concern, particularly for Students with Disabilities.

5th Grade CRCT

Trends in fifth grade students' performance over the past six years reflect that students have maintained English Language Arts scores. For 2011 97% of students met or exceeded the standard. Reading scores also increased during 2011 by 12% and Math scores increased by 14%. The performance of students in the special education subgroup demonstrated achievement gaps for all portions of the CRCT.

As it seems, Shiloh Elementary students who are categorized as Black, SWD, and Economically Disadvantaged did not perform as well as students in other subgroups. In fact, although Shiloh Elementary school did make AYP for the 2010-2011 school year, students in the SWD subgroup did not meet the absolute bar. Shiloh's second indicator which was Attendance was considered in deciding the AYP status. The SWD subgroup has been a challenge for the past 2 years. This year, emphasis will be placed on improving the scores of this subgroup.

Fifth Grade Writing Gateway

Percentage of Students at Each Performance Level 2006-2011

Over the last five years, the majority of Shiloh students have met or exceeded Georgia State Standards for the Fifth Grade Writing Gateway. Last year Shiloh Students reduced in the Does Not Meet category by 12% and increased in the exceeds category by 12%. Our Special Education population grew significantly during 2009 providing new challenges. After disaggregating the results, it seems some subgroups require further differentiation of instruction to succeed, in particularly African American and Students With Disabilities.

Iowa Test of Basic Skills

ITBS Grade 3

Reading, Language Arts and Mathematics

The Iowa Test of Basic Skills is administered to 3rd and 5th graders each year. Shiloh educators use data from the test to focus on the needs of students. We are also able to make comparisons between our students and others in the nation. The disaggregated data below demonstrates a number of variances between subgroups, particularly in the area of Reading and Language Arts. As Shiloh Elementary moves to close achievement gaps, we must study how to overcome these variances to ensure that each student achieves at or above his or her potential. We must also continually search for ways to improve the effectiveness of our practice for all students. Typically students seemed to score in the 26-50 percentiles as well as the 51-75 percentiles in Language Arts. During the 2010-2011 school year, the number of student scoring in the 76-99 percentile decreased slightly when compared to 2009-2010. Math

Shiloh Elementary
Updated Schoolwide Plan Narrative
2011-2012

Scores remained about the same when compared to 2009-2010. Students typically scored in the 76-99 percentile. Reading averages also changed slightly. Not only did the number of students scoring in the 0-25 percentile decrease by 8%, but students scoring in the 51-75 percentile increased by 7%.

Iowa Test of Basic Skills

ITBS Grade 5

Reading, Language Arts and Mathematics

During the 2010-2011 school year, the number of student scoring in the 51-75 percentiles increased by 6% , yet slightly decreased in the 76-99 percentiles by 3% decreased when compared to 2009-2010. Math Scores remained about the same when compared to 2009-2010. Students typically scored in the 51-75 percentiles, which increased by 4% when compared to 2010-2011. Reading averages also changed slightly. The number of students scoring in the 51-75 percentile increased by 3% yet the number of students scoring in the 76-99 percentile decreased by 2%.

Overall, when reviewing Shiloh Elementary's ITBS scores for the 2011-2012 school year, it has been noted that although slight improvements were made in Math and Reading, there is still much needed improvement for students who are Black as well as those students who are considered economically disadvantaged for these areas. Efforts will be put into action to improve these scores with the implementation of extended learning opportunities (After School Program and Saturday School Program) which will focus on remediating those students who were identified as needing remediation in Math and Reading.

Shiloh Elementary
Updated Schoolwide Plan Narrative
2011-2012

2. Schoolwide reform strategies that provide opportunities for all children to meet the state’s proficient and advanced levels of student academic achievement and use effective methods and instructional strategies that are based on scientifically based research.

After the completion of a comprehensive needs assessment, it has been determined that Title I funds will be used to fund additional teachers in the four core academic areas. This will allow us to reduce class size and provide greater individualized interventions to students. As indicated in the needs assessment there is a need for additional support personnel.

- We will fund paraprofessionals to increase the individualized support provided to students.
- We will fund a teacher to reduce class size thereby increasing the differentiated instruction provided to students.

In an effort to support individualized support to students as well as reduce class sizes, we will hire a 2nd grade teacher and 3 paraprofessionals.

Curriculum and Learning

At Shiloh Elementary the keys to our success are through teaching and learning. We follow the curriculum of the district developed Academic Knowledge and Skills (AKS). The AKS are based on the Georgia Performance Standards, our state adopted curriculum and linked to Georgia’s Criterion Referenced Competency Tests. Each year our school leadership team develops a Local School Plan of Improvement based on analysis of our student achievement data. Our goals and objectives for the 2011-2012 school year are as follows:

Mathematics

Goal: Shiloh Elementary will increase academic performance in Mathematics for all of the students and targeted subgroups to meet or exceed baseline targets through collaborative planning with classroom teachers, targeted interventions, common formative assessments, math book study, Math Workshop, and Wednesday Morning Math Help (Math Mornings).

Improvement Strategies

- Using research-based strategies to address academic improvement:
 - i. Differentiated Best of Math I/II (Exemplars, 2005)
 - ii. Super Source (ETA/Cuisenaire, 1996)
 - iii. Hands-on Standards (Learning Resources, 2008)
 - iv. Guided Math: A Framework for Mathematics Instruction (Sammons, 2010)
 - v. Now I Get It: Strategies for Building Confident and Competent Mathematicians (O’Connell, 2005)
 - vi. Good Questions for Math Teaching: Why Ask Them and What to Ask, K-6 (Sullivan & Lilburn, 2002)
- Adopting instructional “best practices” for all students/subgroups
- Meeting professional development needs addressing academic achievement
- Using professional learning funds effectively
- Setting annual goals to meet set objectives for continuous progress by each subgroup of students

Shiloh Elementary
Updated Schoolwide Plan Narrative
2011-2012

- Assigning responsibilities for each part of the plan. (including district's technical assistance, fiscal responsibilities)
- Increasing effective parent involvement
- Increasing instructional time

Implementation Actions/Activities:

- Teachers will continue to use the thirteen Quality-Plus Teaching Strategies for mathematics instruction.
- Teachers will continue to use the Gwinnett County Public Schools Instructional Calendars.
- Math Workshop will be implemented at all grade levels.
- Teachers will participate in district and local staff development opportunities designed to provide them with effective math instructional practices.
- Learning Communities Book Study – Teachers on the math committee will read and discuss a selected book and share new math instructional strategies with the other teachers on their grade level.
- At least one teacher from each grade level will participate in the GCPS Math and Science Staff Development.
- Math Mornings - Classroom teachers will invite struggling students to attend Wednesday tutoring sessions. These hands-on sessions begin 30 minutes prior to the first bell.
- Family Math Night - This schoolwide event is planned for one night each school year. The objective for the event is to provide parents with ideas for math support at home. Each grade level plans hands-on learning games and activities which we model for students and parents. A comprehensive packet/CD-ROM of the activities and materials from all grade levels is given to each family to use at home.
- Technology - The students will be given the opportunity to access a variety of programs including Education City, Brain Pop, Brain Pop Junior, SuccessMaker at Home, Harcourt Textbook Online, and Study Island. These websites are communicated to the parents via the school website as well as through the monthly parent newsletter.
- Targeted Populations - Our ESOL, special education and regular education teachers collaborate to ensure that student academic needs are being met. The ESOL teacher meets quarterly with the classroom teachers to update the modification plans. Most of our special education students are served through an inclusion setting. The special education teachers and classroom teachers plan together to meet the academic needs of the students.
- Students will participate in a mathematics special area class weekly.
- Mathematics instruction is a priority for scheduling the first period every day with morning math games.
- Model classrooms will be created by one teacher on each grade level and these teachers will demonstrate exemplary ways of teaching math.
- Teachers will use technology like interactive whiteboards, digital visualizers/document cameras, and educational websites to create engaging lessons for students in the area of mathematics.
- Teachers will visit and observe other GCPS teachers demonstrating exemplary math instruction during two scheduled staff development release days.
- Teachers will use Coach CRCT practice books in 3rd-5th grades to review AKS skills while teaching test taking skills.

Shiloh Elementary
Updated Schoolwide Plan Narrative
2011-2012

- Extended Learning Time opportunities will be offered to at-risk and struggling students.
- The parent center will support parent and student instructional needs with parent workshops and materials to increase mathematics achievement.
- Quarterly Academic Knowledge and Skills online workshops will be offered to parents to educate them on how to reinforce the mathematics AKS which will be taught the upcoming nine weeks.

Reading –Language Arts

Goal: Shiloh Elementary School will increase academic performance in Reading and Language Arts for all students and targeted subgroups to meet or exceed baseline targets through collaborative planning with classroom teachers, targeted interventions, direct reading instruction (Reader's Workshop/Writer's Workshop) and vocabulary development.

Improvement Strategies:

- Using research-based strategies to address academic improvement
 - i. Guided Reading (Fountas and Pinnell, 1996)
 - ii. Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy (Fountas and Pinnell, 2001)
 - iii. Writing Workshop: The Essential Guide (Fletcher and Portalupi, 2001)
 - iv. Units of Study for Primary Writing: A Yearlong Curriculum (Calkins, 2003)
 - v. The Reading Workshop (Serafini, 2001)
 - vii. Reading with Meaning (Miller, 2002)
 - viii. Revisiting The Reading Workshop (Orehovec and Alley, 2003)
 - ix. Greek & Latin Roots Keys to Building Vocabulary (Rasinski & Padak, 2008)
- Adopting instructional “best practices” for all students/subgroups
- Meeting professional development needs addressing academic achievement
- Using professional learning funds effectively
- Setting annual goals to meet set objectives for continuous progress by each subgroup of students
- Assigning responsibilities for each part of the plan. (including district’s technical assistance, fiscal responsibilities)
- Increasing effective parent involvement
- Increasing instructional time

Implementation Actions/Activities:

- Teachers will continue to use the thirteen Quality-Plus Teaching Strategies for mathematics instruction.
- Teachers will continue to use the Gwinnett County Public Schools Instructional Calendars
- Teachers will participate in district and local staff development opportunities designed to provide them with effective reading and writing instructional practices.
- Reader’s/Writer’s Workshop will be implemented at all grade levels.
- Literacy Night - This schoolwide event is planned for one night each school year. The objective for the event is to provide parents with ideas for literacy support at home. Each grade level plans learning games and activities which are modeled for students and parents. The literacy lesson ideas are posted on the Shiloh website for the parents to access at home.
- Cafeteria Writing for 5th grade - The entire 5th grade will meet in the cafeteria for an hour each Friday for six weeks prior to the 5th Grade Writing Assessment. Following a

Shiloh Elementary
Updated Schoolwide Plan Narrative
2011-2012

mini lesson, the students wrote while classroom teachers and other support teachers conferred with students.

- Technology - The students will be given the opportunity to access a variety of programs including Education City, Brain Pop, Brain Pop Junior, SuccessMaker at Home, and Scholastic Reading Counts. These websites are communicated to the parents via the school website as well as through the monthly parent newsletter.
- Teachers will use Coach CRCT practice books in 3rd-5th grades to review AKS skills while teaching test taking skills.
- Learning Communities Book Study – Teachers on the literacy committee will read and discuss a selected book and share new reading and writing instructional strategies with the other teachers on their grade level.
- Teachers will use technology like interactive whiteboards, digital visualizers/document cameras, and educational websites to create engaging lessons for students in the area of reading-English language arts.
- Community support for our reading program will continue to be encouraged.
- Extended Learning Time opportunities will be offered to at-risk and struggling students.
- The parent center will support parent and student instructional needs with parent workshops and materials to increase reading and writing achievement.

Annually our teachers and administrators develop achievement goals as part of our evaluation process. The Results Based Evaluation System (RBES) allows the teachers and administrators to track student achievement data throughout the year. We reflect upon these goals three times during the school year. Our RBES implementation plan is one of the tools we use to drive our instruction.

Research-Based Reform Strategies

The following list of resources supports the research-base of the instructional strategies selected to increase student achievement.

Classroom Instruction that Works (Marzano et al. 2001)

These learning strategies are the basis of the thirteen Quality-Plus Teaching Strategies that teachers at Shiloh Elementary employ every day to teach our students. The strategies featured in the book are the following: summarizing and note-taking, reinforcing effect and providing recognition, homework and practice, non-linguistic representations, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, and questions, cues, and advanced organizers.

Teaching with Intention (Miller, 2009)

This text guides teachers through the process of reflecting on their instructional practices related to literacy instruction and assessment in the workshop model. Reflective teaching is the primary emphasis with teachers being able to articulate the rationale behind the instructional decisions that they make.

Strategies That Work (Harvey and Goudvis, 2007)

Harvey and Goudvis provide teachers with ideas and lessons to teach comprehension for understanding and engagement. Their book provides teachers real and usable examples that

***Shiloh Elementary
Updated Schoolwide Plan Narrative
2011-2012***

are easy to implement. They focus on monitoring comprehension, activating and connecting to background knowledge, questioning, visualizing and inferring, determining importance of text, and summarizing and synthesizing information.

Closing the Achievement Gap (Davenport and Anderson, 2002)

This book provides the foundation for Continuous Quality Improvement (CQI). CQI is an eight step model that has been adapted in Gwinnett County Schools as a means of targeting areas of weakness to improve student achievement. The eight steps are data disaggregation, development of instructional calendars, direct teaching of standards, assessment on specific strands, maintaining current levels of achievement, providing tutorials for identified students, providing enrichment for identified students, and monitoring on the part of the administration.

Shiloh Elementary
Updated Schoolwide Plan Narrative
2011-2012

3. Instruction by highly qualified teachers.

a. Strategies to attract high quality, highly qualified teachers to high-need schools.

Shiloh Elementary School employs a highly qualified staff of the following:

- 29 general classroom teachers
- 2 self-contained special education teachers
- 1 full-time and 2 part-time EIP specialists
- 3 self-contained pre k teachers
- 1 ESOL teacher
- 2 gifted teachers
- 2 special education resource teachers
- 2 speech teachers
- 1 physical education specialist
- 1 music education specialist
- 1 art education specialist
- 1 math education specialist
- 1 counselor
- 1 media specialist
- 1 technology specialist
- 1 Parent Instructional Support Coordinator
- 3 Administrators

Of the certified staff, 9 have bachelor's degrees, 33 have master's degrees, 10 have specialist degrees and 3 have doctoral degrees. All of our teachers and paraprofessionals are considered highly qualified in their field by the state of Georgia. In addition, all teachers are teaching in the areas in which they are certified. If a teacher is absent for an extended length of time, we attempt to find a highly qualified replacement. If this is not possible, a letter is sent to parents within the first three days of the substitute teacher working in that classroom.

While Shiloh Elementary has a very low turnover rate from year to year, we still value the importance of attracting and retaining high quality teachers. The Gwinnett County Job Fair held in both November and February allows us the opportunity to interview a wide variety of teaching candidates with a wide range of experience. Interested candidates can then be invited to the school for an in-depth interview to determine if the candidate is a match for our needs. Once our staff needs are completely satisfied, we are able to offer a comprehensive mentor-mentee program. Each new staff member has 2 mentors, one for the day to day, nuts and bolts and one that serves as an academic mentor to help each new teacher to implement the best teaching practices into his classroom. Universities throughout the south send students to Shiloh Elementary to perform their student teaching. Since we have a high percentage of students who qualify for the free and reduced lunch program, being able to receive federal loan cancellation is also an incentive that attracts teachers to Shiloh.

Shiloh Elementary
Updated Schoolwide Plan Narrative
2011-2012

4. High quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff.

A high priority is placed upon ongoing high quality professional development at Shiloh Elementary. Our school district requires that every staff member attend a minimum of 20 hours of staff development per year on the local or district level.

District level staff development includes the following:

- Elementary Math and Science Staff Development
- Literacy Vision Training
- Gwinnett County Math Institute
- Response to Intervention Institute

Local school level staff development includes the following:

- Our Local School Technology coordinator will be providing “Just-in-Time” technology staff development on the use of our Mimio Interactive Whiteboards, document cameras, classroom response systems, and software such as Study Island.
- Our Parent Instructional Support Coordinator will teach a staff development class to our entire staff on how to encourage more parent involvement at Shiloh Elementary.
- Quarterly, teachers will observe best practices of a fellow grade level teacher.
- Our Literacy Instructional Coach will facilitate a book study.
- Our Math Teacher Leader will facilitate a book study.
- Teachers will visit and observe other GCPS teachers demonstrating exemplary math instruction during two scheduled staff development release days.
- Teachers will participate in monthly staff development classes designed to improve reading and math instruction. See chart below.

Shiloh Elementary School	
2011-2012 Staff Development Plan	
<p style="text-align: center;">"Building a Balanced Learning Community"</p> <p style="text-align: center;"><u>Developing Balanced Numeracy (DBN)</u></p> <p style="text-align: center;">Facilitators: Candace Swords & D. Morrow</p> <p style="text-align: center;"><u>Maintaining Balanced Literacy (MBL)</u></p> <p style="text-align: center;">Facilitator: Dave Jones</p>	<p>Continual Quality Improvement</p>
September 2011	
<p>Tuesday, September 20</p> <p>Title I: Effective Parental Involvement Practices</p>	<p>Thursday, September 1</p> <p>Grade Level Planning in Perch</p> <ul style="list-style-type: none"> • Review Process • Analyze Data and Access Needs

Shiloh Elementary
Updated Schoolwide Plan Narrative
2011-2012

	<p>Tasks: Dates Determined by Team</p> <ul style="list-style-type: none"> • Create 1st Common Assessment • Conduct Face to Face Collaborative Lesson Study • Redelivery of Material • Administer Common Assessment • Begin 2nd Round of CQI • Analyze Data and Access Needs • Create 2nd Common Assessment
October 2011	
<p>Thursday, October 6</p> <p>Session DBN1: Examining Our Current Practices in each area of Balanced Numeracy. <i>Meet by grade level teams during planning in the Patriot Perch. Non-classroom teachers choose a session that works into their schedule.</i></p>	<p>Thursday, October 13</p> <p>Grade Level Planning in Perch</p> <ul style="list-style-type: none"> • Hold a Face to Face Collaborative Lesson Study <p>Tasks: Dates Determined by Team</p> <ul style="list-style-type: none"> • Redelivery of Material • Administer Common Assessment
<p>Tuesday, October 11</p> <p>Session DBN2: Individual Self-Evaluation <i>Meet in Vertical Teams @ 3:15PM.</i></p>	
November 2011	
<p>Tuesday, November 1</p> <p>Session DBN3: Opening/Mini-lesson <i>Meet in Vertical Teams @ 3:15PM.</i></p>	<p>Thursday, November 10</p> <p>Grade Level Planning in Perch</p> <p>Begin 3rd Round of CQI</p> <ul style="list-style-type: none"> • Analyze Data and Access Needs <p>Tasks: Dates Determined by Team</p> <ul style="list-style-type: none"> • Create 3rd Common Assessment • Hold a Face to Face Collaborative Lesson Study • Redelivery of Material • Administer Common Assessment
<p>Thursday, November 3</p> <p>Session DBN4: Independent & Small Group Work, Conferences <i>Meet by grade level teams during planning in the Patriot Perch. Non-classroom teachers choose a session.</i></p>	
December 2011	
<p>Tuesday, December 6</p> <p>Session DBN5: Monitoring/Documenting Student Progress <i>Meet in Vertical Teams @ 3:15PM.</i></p>	<p>Thursday, December 15</p> <p>Grade Level Planning in Perch</p> <ul style="list-style-type: none"> • Begin 4th Round of CQI • Analyze Data and Access Needs <p>Tasks: Dates Determined by Team</p> <ul style="list-style-type: none"> • Create 4th Common Assessment • Hold a Face to Face Collaborative Lesson Study • Redelivery of Material • Administer Common Assessment
<p>Thursday, December 8</p> <p>Session DBN6: Closing/Sharing <i>Meet by grade level teams during planning in the Patriot Perch. Non-classroom teachers choose a session.</i></p>	
January 2012	
<p>Monday, January 2</p> <p>**Building Community: Session will focus on</p>	<p>Thursday, January 26</p> <p>Grade Level Planning in Perch</p>

Shiloh Elementary
Updated Schoolwide Plan Narrative
2011-2012

<p>building a collaborative community while emphasizing the importance of Balance Literacy & Numeracy.</p>	<p>Begin 5th Round of CQI</p> <ul style="list-style-type: none"> • Analyze Data and Access Needs <p>Tasks: Dates Determined by Team</p> <ul style="list-style-type: none"> • Create 5th Common Assessment • Hold a Face to Face Collaborative Lesson Study • Redelivery of Material • Administer Common Assessment
<p>Tuesday, January 17 Session DBN7: Math Strands <i>Meet in Vertical Teams @ 3:15PM.</i></p>	
<p>Thursday, January 19 Session DBN8: Math Strands <i>Meet by grade level teams during planning in the Patriot Perch. Non-classroom teachers choose a session.</i></p>	
February 2012	
<p>Tuesday, February 14 Session MBL1: Examining Our Current Practices in each area of Balanced Literacy <i>Meet by grade level teams during planning in the Patriot Perch. Non-classroom teachers choose a session.</i></p>	<p>Thursday, February 23 Grade Level Planning in Perch Begin 6th Round of CQI</p> <ul style="list-style-type: none"> • Analyze Data and Access Needs <p>Tasks: Dates Determined by Team</p> <ul style="list-style-type: none"> • Create 6th Common Assessment • Hold a Face to Face Collaborative Lesson Study • Redelivery of Material • Administer Common Assessment
<p>Thursday, February 16 Session MBL2: Individual Self-Evaluation <i>Meet in Vertical Teams @ 3:15PM.</i></p>	
March & April 2012	
<p>Tuesday, March 27 Session MBL3: Developing the Balanced Lit. Continuum <i>Meet in Vertical Teams @ 3:15PM.</i></p>	<p>Thursday, April 12 Grade Level Planning in Perch</p> <ul style="list-style-type: none"> • Analyze all math data • Plan for end of year assessments <p>Tasks: Dates Determined by Team</p>
<p>Thursday, March 29 Session MBL4: Re-examining the Continuum <i>Meet by grade level teams during planning in the Patriot Perch. Non-classroom teachers choose a session.</i></p>	
May 2012	
<p>Tuesday, May 8 Session MBL5: Changes & Feedback <i>Meet in Vertical Teams @ 3:15PM.</i></p>	<p>Thursday, May 17 Grade Level Planning</p> <ul style="list-style-type: none"> • Reflect on our work
<p>Thursday, May 10 Session MBL6: Implementation <i>Meet by grade level teams during planning in the Patriot Perch. Non-classroom teachers choose a session.</i></p>	

Shiloh Elementary
Updated Schoolwide Plan Narrative
2011-2012

5. Strategies to increase parental involvement.

Parent Involvement

The importance of creating an atmosphere that welcomes parents as partners in the education of our students continues to be a primary goal for Shiloh Elementary. Research continues to show that when parents become involved in their children's education, these children tend to earn better grades, have better attendance, and have more positive attitudes than others whose parents are not involved at school.

The parent instructional support coordinator, Dr. Valerie Dickey, is a certified teacher and is available to assist and support parents with resources to help their child(ren) achieve. She has a doctorate degree in K-12 Instructional Leadership and has been an educator for seventeen years. She has taught every elementary grade (K-5), served as a technology specialist, taught as a math specialist, and directed many extended learning programs. She believes that when parents and educators work together helping children "Anything Is Possible".

Shiloh Elementary Parent Involvement Policy, Parent Involvement Action Plan, and School/Parent Compact describe our plans for involving parents in their children's education.

All Parental Involvement Documents are attached to the School Wide Plan.

Shiloh Elementary
Updated Schoolwide Plan Narrative
2011-2012

6. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, EvenStart, Early Reading First, or a state-run preschool program, to local elementary school programs.

PreK to Elementary Transitional Plan

Shiloh Elementary School believes that one of the keys to successful learning is being as proactive as possible. In that light, we are very committed to helping the families who will be joining and leaving us. Our preschool transition plan has several activities that families may take part in prior to their children attending school at Shiloh Elementary. Invitations to our fall Registration and spring Kindergarten Carousel go out to all of our area preschools, day cares, church academies, private academies as well as being advertised on our marquee, at the public library and on our school website.

Kindergarten Registration Day is the first opportunity for our preschool families to receive information on our school and a calendar of upcoming events. A school bus is also available that day to provide a short ride as part of their new school experience. A flyer is given to each family that registers so that they may attend our spring Kindergarten Carousel Program. This is the night that parents meet with a kindergarten teacher and administrators to hear and learn firsthand what a typical day in kindergarten is all about and have all of their questions answered. While parents are meeting, the upcoming kindergarten students are getting a preview of what it is like to be in kindergarten by enjoying several activities and a snack. After the parent meeting is complete, our families get back together and enjoy a tour of our school. With the opening of our Parent Center, we are looking forward to also providing parent workshops aimed at those parents sending their first children to school. In addition parents will have an opportunity to meet members of the PTA and Shiloh Dads Club. KinderCamp will also be implemented for its second year to support our upcoming kindergarten students during the summer prior to their first day of school at Shiloh Elementary. Students will attend KinderCamp at the school for three days and experience a day in the life of a kindergartner.

Elementary to Middle School Transitional Plan

Since the transition to middle school is also an important milestone in students' school careers, we advertise and encourage our fifth grade families to attend the Shiloh Middle School's Family Night. Our fifth grade students also participate in a shadow day at the middle school where they are able to learn firsthand what life is like to be a middle school student. They are introduced to a general view of the curriculum choices that include pertinent information on connection choices. Students will also be encouraged to attend the Shiloh Middle School Summer Spartan Star Academy. The purpose of the class is to familiarize students with the Shiloh Middle School campus and lessen anxiety about attending middle school.

Shiloh Elementary
Updated Schoolwide Plan Narrative
2011-2012

7. Measures to include teachers in the decisions regarding the use of academic assessments.

At Shiloh Elementary the keys to our success are through teaching and learning. We follow the curriculum of the district developed Academic Knowledge and Skills (AKS). The AKS are based on the Georgia Performance Standards, our state adopted curriculum, and linked to Georgia's Criterion Referenced Competency Tests. Each year our school leadership team develops a Local School Plan of Improvement based on analysis of our student achievement data. Annually, our teachers and administrators develop achievement goals as part of our evaluation process. The Results Based Evaluation System (RBES) allows the teachers and administrators to track student achievement data throughout the year. While work on RBES goals is ongoing throughout the school year, the teachers formally reflect upon progress toward them and to monitor student achievement two times during the school year. Teachers develop plans to ensure the indicators of success are achieved by the students. Our RBES implementation plan is one of the tools used to refine instructional practices.

Our county's instructional calendar serves as a timeline for delivering instruction in sequential order. The county Interim/Benchmark Assessments determine the level of mastery of the AKS in each grade level. These assessments are formative in nature. They are administered at the beginning of the year and at regular intervals during the year. Our school-wide models for delivery of instruction (Reader's Workshop, Writer's Workshop, and Math Workshop) allow for natural enrichment in language arts, math, science and social studies. In reader's workshop the children are taught at their instructional level and read at their independent level. In writer's workshop students are encouraged to write like real writers. They pre-write, draft, revise, edit, and publish their work. Math Workshop provides hands-on, manipulative-based activities to help students develop a deep understanding of the skills and concepts. The students are encouraged to strive to surpass expectations in reading, writing and math.

Teachers and administrators use a computer software program entitled "Elements" to organize assessment data and determine areas of need for specific students or groups of students. Analysis of data from Elements allows teachers to better plan instruction. At Shiloh Elementary, we administer the Developmental Reading Assessment (DRA) to every child K-5 three times per year. We also track reading progress with running records and student conferences. Writing assessments are scored three times per year based upon the county adopted writing continuum. In addition, administrators meet monthly with grade level teams to analyze ongoing instructional data to improve academic student achievement. Continuous monitoring and re-teaching assists students in meeting and exceeding state standards for academic achievement.

Our Title I Assistant Principal will meet with teachers and disseminate assessment data and at-risk student data to create, revise and plan to improve student performance. In addition, she will work with the director of the extended learning program to remediate and enrich student learning.

Shiloh Elementary
Updated Schoolwide Plan Narrative
2011-2012

8. Coordination and integration of Federal, State, and local services and programs, including program supported under No Child Left Behind violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

A. List of State and Local Education Agency (LEA) programs that will be included

The following programs and services will be integrated at Shiloh Elementary School:

- Title I
- English for Speakers of Other Languages (ESOL) – Title III
- Special Education
- Gifted Program
- Early Intervention Program (EIP)
- Transition Program for students failing 4th grade Gateway requirements
- Title II/Eisenhower funds for Math and Science staff development
- Gwinnett County Staff Development funding related to district initiatives and our school's plan of improvement
- IE2 flexibility contract
- GCPS staffing allotments based on Shiloh Elementary School's enrollment, poverty and mobility rate

B. Description of how resources from Title I and other sources will be used

Title I Resources will be used to provide the following:

- Additional personnel above the standard county allotment
- Coaches, as determined by our needs, to deliver staff development, teach and model lessons, coach colleagues, and facilitate model classrooms
- Student instructional supplies and materials
- Additional interactive software programs to support instruction and technology supplies
- Interactive whiteboard technology and supporting components.
- Document cameras
- Professional learning opportunities in reading, writing, and math including stipends, materials, and release time
- Intervention teachers to teach students who may not meet state standards in a co-teaching or pull-out setting
- Extended Learning Programs for remediation to include teacher, clerical, and director salaries and supplies and transportation
- A minimum of ten workshops provided for parents including child care, light refreshments at meal times, material, and stipends
- Continued participation in extracurricular activities such as but not limited to Reader's Rally, Continental Math League, Student Treasures Publishing, Patriot Publishing, Reading Fair, Wizzle Pro Math Club, Patriot Superstar Math initiative
- Parent Involvement materials, supplies and salaries to support our parent involvement program
- Postage and printing costs to support increase home-school communication

***Shiloh Elementary
Updated Schoolwide Plan Narrative
2011-2012***

- Instructional Resources for all levels including math board games and additional supplies
- KinderCamp stipends and materials
- Expendable equipment for parent check-out to support class instruction
- Materials Shiloh Elementary will purchase using Title I funds which will support our Title I programs (ELT, Professional Development classes, KinderCamp, transportation, Parent Involvement workshops) which will include: reading and Math CRCT Coach books, software, interactive technology, substitutes, teachers, clerical staff, transportation, presenters, child care providers, interpreters, resources and books to support grades k-5 in literacy and math, light refreshments, and printed materials to distribute to parents.

Other non-Title 1 funded resources will be used to support the following:

- Special education teachers to teach identified special education students in co-teaching, collaborative, or resource models based on the needs of the students
- An ESOL teacher to teach ESOL students
- Two gifted teachers to teach identified gifted students in a resource or advanced content model and five regular classroom teachers to teach differentiated cluster gifted classes

C. Plan developed in coordination with other programs

This plan was developed in coordination with other programs, including the School to Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and the National and Community Service Act of 1990 as appropriate. This Schoolwide Plan was created in conjunction with the Gwinnett County Local School Plan for Improvement (LSPI) and includes plans which address the needs of English Language Learners and students with disabilities.

Shiloh Elementary
Updated Schoolwide Plan Narrative
2011-2012

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards are provided with effective, timely additional assistance.

a. Measures to ensure that students' difficulties are identified on a timely basis;

Shiloh Elementary offers many resources for struggling students. Student placement is determined by need and best fit between teacher and student. All students are served through the Response to Intervention (RTI) process. RTI provides a series of tiered interventions for students. Student academic and/or behavior data is collected throughout the RTI process. For those students who do not respond to Tier 1 interventions in the regular education classroom, teachers voice their concerns and share student data during the Kid Talk meetings. These students move on to Tier 2 and are often served through in-class and pull-out support. The Early Intervention Program (EIP) can serve as a Tier 2 or Tier 3 intervention. Students who do not meet expectations on the reading and/or mathematics subtests of the Georgia Criterion Reference Competency Test (CRCT) automatically qualify for this intervention. Students without CRCT test scores may also qualify for EIP services based on teacher recommendations that are validated by the teachers' completion of the EIP checklist or records of being served by another state's intervention program. Academic contracts are issued for students performing below grade level. These contracts are communicated to parents and are used to determine whether students in danger of retention are promoted or retained. Students who do not respond to Tier 2 interventions are moved to Tier 3. At that time, SST meetings are held to review data and devise a plan for Tier 3 interventions and/or possible recommendation for special education placement.

Students in the English as a Second Language program receive considerations so they can also reach their potential. Using the most current ACCESS (Assessing Comprehension and Communication in English State to State) scores, modification plans are created in dedicated meetings with the classroom teacher, ESOL teacher, and the ESOL Assistant Principal. The committee looks at relative strengths and weaknesses and writes the modification plans to help support student success. These students also receive services in a pull out model. They are instructed in the English language using the Gwinnett County Academic Knowledge and Skills as a platform.

Both EIP and Special Ed Resource students are served by reading and math specialists or a resource teacher who identify the specific needs of these students in order to help them reach their potential. In addition, a number of programs will be provided to students in the 2011-2012 school year, including a weekly Math Morning in which struggling students come to school early to take part in hands-on math games designed to augment the curriculum in such a way as to assist these struggling students achieve proficiency in the standards. A Saturday Program and an After School Program will be implemented in the 2011-2012 school year to support students in 3rd-5th grades in the areas of math, reading, and writing.

All of our 5th grade students will participate in a 4 week "Cafeteria Writing" program to improve their writing skills prior to taking the State Writing Test. ("Cafeteria Writing"

Shiloh Elementary
Updated Schoolwide Plan Narrative
2011-2012

is where all 5th grade students meet weekly in the cafeteria for focused instruction in writing by the 5th grade teachers and our Literacy Coach. They then go back to their classroom to practice what they learned.) At risk students will be identified after this program is completed and will receive small group instruction by our Literacy Coach.

Tutoring sessions will be offered to our homeless and migrant students who are struggling in the areas of math and language arts.

b. If feasible, periodic training for teachers in how to identify difficulties and provide assistance to;

Teachers at each grade level have common planning time. During this time, teachers use the Instructional Calendar along with Interim/Benchmark Assessment data to plan instruction. The Interim/Benchmark Assessments are used to determine mastery of the AKS. Teachers receive on-going training on how to use the disaggregated data from the Benchmark Assessments. District level personnel and our Local School Technology Coordinator provided teachers with training on how to use the Elements program. The Title I Assistant Principal will provide further training during collaborative planning to identify students who are academically at-risk and strategies to increase student achievement that is data-driven and results-oriented. The administrative team will continuously monitor student performance to provide assistance and support to teachers and students.

c. For any student who has not met such standards, teacher-parent conferences, which detail what the school will do to help the student, what parents can do to help the student, and additional assistance available to the student at the school or in the community.

Parents are involved in their children's progress through weekly folders, daily agenda books, IgPro grade reports, SST meetings, and twice yearly conferences. Parents are given academic contracts for students who do not meet AKS. These contracts identify specific AKS in which there are weaknesses. Academic contracts are communicated during early release conferences. Math Night and Literacy Night are held annually to show parents interactive and fun activities they can do at home with their children. On Literacy Night, each student in attendance is given a free book and a chance to go to three sessions where parents can see some of the literacy skills that we work on and comprehension skills that they can work on at home. The public library is here signing students up for library cards and encouraging parents to visit the library with their child. At Math Night, parents attend sessions of their choice and learn math games that they can play at home. Each family leaves Math Night with a bag of everything they would need to play the games, as well as instructions for all the games offered during the sessions. During the annual Literacy and Math nights, parents are informed of resources online and in the community.

At Shiloh, students use SuccessMaker at Home software to develop and maintain essential concepts and skills in reading and math. SuccessMaker at Home installation and login directions are included in the SuccessMaker at Home kit that students checkout. Parents are

***Shiloh Elementary
Updated Schoolwide Plan Narrative
2011-2012***

also given several technical support options in case they experience difficulty installing or using SuccessMaker on their home computer or have other technical questions. Parents are supported with follow-up emails with more ideas about using the SuccessMaker at home and with status reports about their child's performance.

During the 2011-2012 school year, our Title 1 PISC will offer numerous classes to parents on how they can better assist their students academically. The classes will be determined by our school's needs assessment, our 2011-2012 Title I Parent Involvement Survey results and with parent input and offered at a variety of times so that all interested parents can attend. (Please see SES's Action Plan for a list of our Parent Involvement workshops.)

Shiloh Elementary
Updated Schoolwide Plan Narrative
2011-2012

Description of how individual student assessment results and interpretation will be provided to parents.

Parents receive individual student test results for all required state assessments and GCPS locally required tests. For state tests, individual student results are sent to the local schools where the results are given to the parents in hard copy with explanations through conferences, in the student folders sent home each week, or mailed to the student's home. Whenever necessary, letters explaining results are translated in the home language. Parent-teacher conferences also present opportunities to provide parents with an explanation of locally developed assessments, Interim/Benchmark testing and review standardized assessments.

Early release days are scheduled twice a year for formal parent-teacher conferences in addition to teachers conferring with parents between these times on an as needed basis. SST meetings also provide an opportunity for parents to discuss student achievement results with teachers and other school professionals. The Gwinnett County Parent Portal provides daily updated information to all registered parents about the academic performance of their student. One last communication means for Shiloh parents is the IGPro report sent home to all parents at regular intervals providing up to date grading information on their student's academic progress.

Shiloh Elementary
Updated Schoolwide Plan Narrative
2011-2012

10. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

Disaggregated results for state assessments are provided by the vendor in hard copy. Disaggregated data are also provided to the school system from the Georgia Department of Education. Data used for student assessment and achievement are collected and disseminated through the Go.Gwinnett Portal to My Students, My School, and My District. Teachers and administrators in local schools view results for both aggregated school information as well as current classroom and individual student results. Teachers and administrators can also view historical data for their school or class and can be disaggregated into subgroups. Data from standardized tests are used by teachers to target weak areas and to improve the delivery of instruction. For district developed Interim/Benchmark Assessments, based on the Academic and Knowledge and Skills curriculum for Gwinnett County Public Schools, we use the Elements program to collect and disaggregate student achievement data for all subgroups which helps to drive our instruction.

Shiloh Elementary
Updated Schoolwide Plan Narrative
2011-2012

11. Provisions for seeking statistically sound results for each category for which assessment results are disaggregated.

All local school test coordinators receive training for test data interpretation provided by Gwinnett County Public Schools Accountability and Assessment Department. These meetings are held at least 3 times per year in addition to the Ya'll Come sessions. Additional Title-1 Assistant Principal meetings also provide training in test data interpretation. Training for test data interpretation is also provided for teachers and administrators at the local school level using the test data from My Students and the Elements applications. Assessment data from these applications is very valuable in that it drives staff development sessions, curriculum planning, and day to day teaching opportunities. The Georgia Department of Education provides disaggregation of data on assessments. The achievement data can be disaggregated by student, subgroup, classroom, grade level and whole school providing an extensive view of student achievement and pinpointing strengths and weaknesses.

Shiloh Elementary
Updated Schoolwide Plan Narrative
2011-2012

12. Provisions for public reporting of disaggregated data.

Each year Shiloh Elementary School works in conjunction with the district's Community and Media Relations Department and the Office of Student Research and Accountability to develop and publish the School Accountability Report. This report is provided to every parent and to interested community members either through a hard copy or accessed through the Shiloh Elementary School website at www.shilohes.org/home.html. The School Accountability Report may also be accessed through the Gwinnett County Public Schools website at www.gwinnett.k12.ga.us. The report also includes trends in data and highlights programs that schools are implementing to increase student achievement. The State Accountability Report is also available to parents and the community on the Georgia Department of Education Website at www.doe.k12.ga.us.

Shiloh Elementary
Updated Schoolwide Plan Narrative
2011-2012

13. Plan developed during a one year period, unless the LEA (county office), after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the Schoolwide Program.

The Shiloh Elementary School Title I Committee met in July of 2011 to update the Schoolwide Plan for the 2011-2012 school year. Parents were invited to become a part of the Title I Committee through announcements made in our monthly school newsletter, flyers sent home in student folders, on our school website, email sent to all parents, twitter post, on our school marquee, and a school messenger telephone call. During this meeting, data was reviewed, instructional strategies were identified, and a wish list for the budget was created. Title I Document review meetings were also held to review the updated Schoolwide Plan for 2011-2012. During this time, parents were given an opportunity to provide verbal and written feedback on your SWP and the Parent Involvement Documents during our Document Review. All Shiloh Elementary parents were invited to attend and submit their feedback. Once the Schoolwide Plan is finalized, it will be shared with the entire faculty as well as with all the parents in our community.

Shiloh Elementary
Updated Schoolwide Plan Narrative
2011-2012

14. Plan developed with the involvement of the community to be served and individuals who will carry out the plan, including teachers, principals, other school staff, and pupil service personnel, parents, and students (if secondary)

Our Schoolwide Plan was developed by our Title I Committee. The Title I Committee is a group of parents, community members, and faculty representatives. Parents and community members are actively recruited to become members of the Title I Committee through flyers, the school's website, email, twitter, school marquee, and school messenger telephone calls. Every effort is made for our parent representative to mirror our student population.

The Shiloh Elementary 2011-2012 Title I Committee includes:

Position	Name
Principal	Thomas Trippany
Assistant Principal of Title I	Tirrase Bryant
Assistant Principal	David Jones
Parent Instructional Support Coordinator	Valerie Dickey
Bookkeeper	Patrice Dunbar
Parent	Monica Ashford
Parent	Francella Broxton
Parent	Laura R. Davis
Parent	Dawn Miles
Parent	Kira Herndon
Parent	Toni Strickland
Parent	Angla Banks-Spain
Parent	Alfred Boyd
Parent	Rachel Gibson-Coffey
Parent	Lisa Anthony
Kindergarten	Lisa Carter
First Grade	Elaine Davis
Second Grade	Carrie Taylor
Third Grade	Connie Ireland
Fourth Grade	Mary Johnson
Fifth Grade	Venetia Lowe
Special Education	Dayna James
Special Area	Amanda Reynods
Media Center	Brenda Debord

Shiloh Elementary
Updated Schoolwide Plan Narrative
2011-2012

15. Plan available to the LEA (county office), parents, and the public.

A copy of Shiloh Elementary School's Schoolwide Plan is available to the LEA at Gwinnett County Public Schools Instructional Service Center in the office of the Director for Federal and Special Programs. Complete copies of the Schoolwide Plan are available to parents and the public in our media center, principal's office, and assistant principals' offices. Also, excerpts of the pertinent sections of the plan have been distributed directly to parents at various meetings.

Shiloh Elementary
Updated Schoolwide Plan Narrative
2011-2012

16. Plan translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.

At the time of the development of this plan, translation of the plan is not deemed necessary due to the nature of our limited English Language Learners (ELL) population at Shiloh Elementary. Currently, there are only a total of 49 students directly served in the ESOL program at Shiloh Elementary. Languages include Spanish-50%, Bosnian-5%, Albanian-9%, Vietnamese-13%, Amharic-11%, and Chinese-3%. If a request is made to translate any part of this plan, the request will be honored to the extent feasible.

Shiloh Elementary
Updated Schoolwide Plan Narrative
2011-2012

17. Plan is subject to the school improvement provisions of Section 1116.

This schoolwide plan of Shiloh Elementary is subject to the school improvement provisions of section 1116.

Our GCPS Local School Plan for Improvement (LSPI) and the Title I Schoolwide Plan (SWP) are generated annually and serve as one cohesive plan for school improvement. The LSPI is a road map that is developed through an extensive review of the data as is the schoolwide plan. Academic goals and targets for student growth are set and periodically measured, with results shared with teachers and parents. Mid-course corrections allow teachers to remediate or accelerate instruction as needed. This cycle of continuous improvement ensures that the LSPI is a living document that is able to address students' real-time needs.

This school improvement process drives all Title I decisions and guides the development of our SWP. The SWP supports and is closely linked to the LSPI by providing additional opportunities to explore and implement research-based strategies designed to meet the same outcome - increased achievement for all students. With the collaboration of our school community, areas of strength and weakness are shared and discussed. The feedback and input generated from staff, parents and community members helps identify and develop specific strategies to target areas of need.